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ABSTRACT

A composite group of publication abstracts of materials developed and written by the Interinstitutional Consortium for Career Education (ICCE) is contained in this document. (ICEE is intended to facilitate the on-going efforts of Oregon's colleges and universities in preparing educational personnel for the development and conduct of career education activities). The fifteen products abstracted in this document focus on three aspects of preparing educational personnel for expanded and extended roles in career education: staff development for college and university faculties; program development for teacher, counselor, and administrator preparation; and teacher certification and training program accreditation. Each product is identified in terms of its title, publication date, and descriptive notes (such as number of pages), and its contents are described. (TA)

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PUBLICATION ABSTRACTS

OF THE

OREGON INTERINSTITUTIONAL CONSORTIUM FOR CAREER EDUCATION

September, 1977
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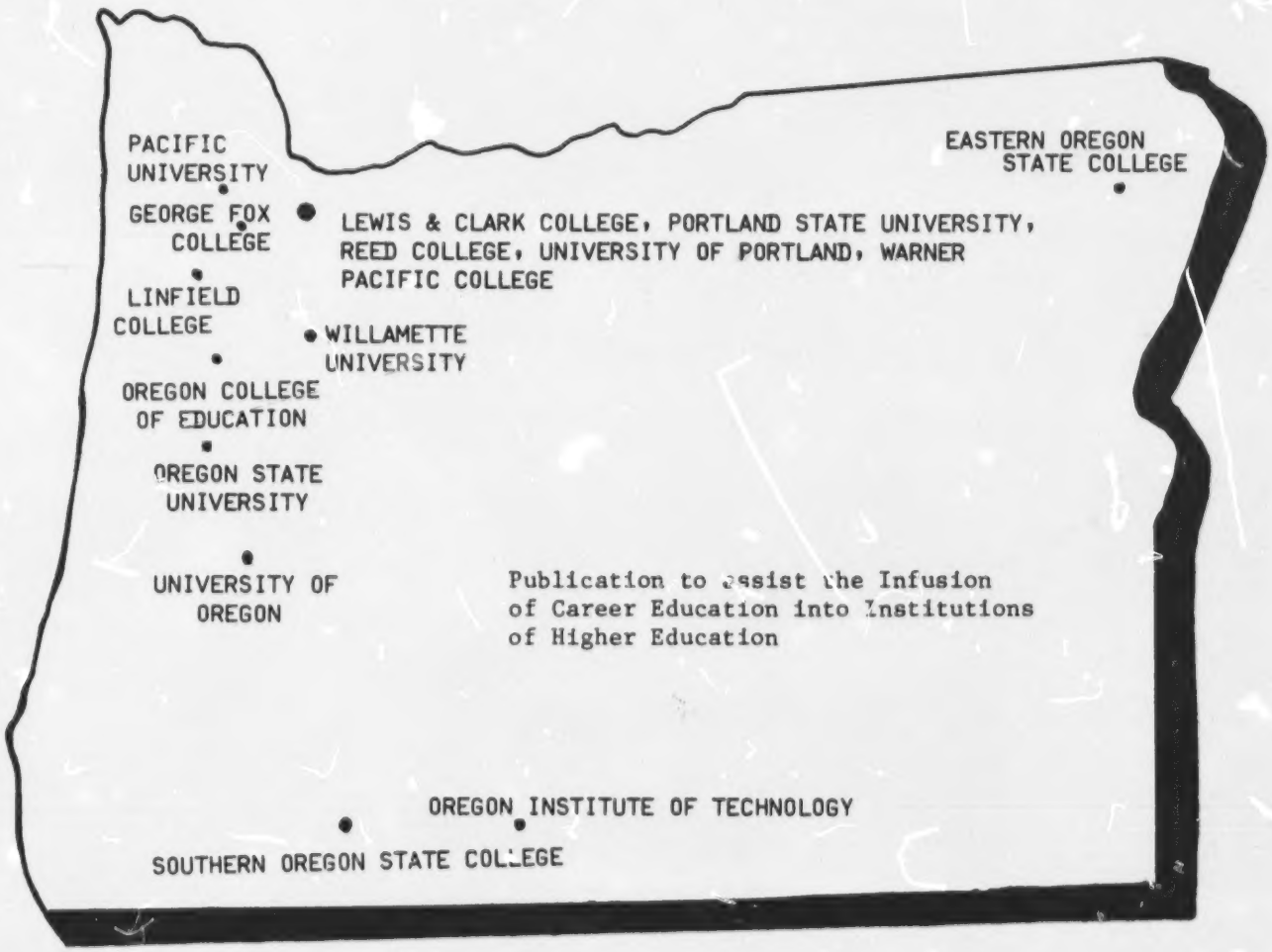
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The activity which is the subject of this report was supported in part by the U.S. Office of Education, Department of Health, Education and Welfare, and the Oregon Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of either agency. No official U.S. Office of Education or Oregon Department of Education endorsement should be inferred.

PREFACE

This document is a composite group of publication abstracts of materials developed and written by the Interinstitutional Consortium for Career Education (ICCE). The purpose of the ICCE is to facilitate the on-going efforts of Oregon's colleges and universities in preparing educational personnel for the development and conduct of career education activities. This comprehensive project of the ICCE has been jointly funded by the Oregon Department of Education and the Career Education Office of the U.S. Office of Education.

In addition to the fifteen (15) products abstracted in this publication, copies of the evaluation and performance reports are available in limited quanitities from this office. All products that are available through the ERIC Clearinghouse on Career Education carry an ED number. Other publications are available from the ICCE office until our supply is exhausted.

The abstracts included in this publication focus on three essential aspects of preparing educational personnel for expanded and extended roles in career education. Those aspects are: staff development for college and university faculties; program development for teachers, counselors and administrators preparation; and teacher certification and training program accreditation. Appreciation is expressed to all the individuals who sponsored a workshop, conducted research, developed materials, and served on task forces in order to complete the work. These activities all prompted the fifteen products that are included in this publication.

In process for 1978 are materials that address sex role stereotyping, evaluation, program planning process for career education, and a promising practices guide for the Pacific Northwest.

Further information about the Project will be provided upon request.

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TITLE: *Career Education in Counselor Education* ED 133 484

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *70 pages, available November, 1976*
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DESCRIPTION: This Task Force was responsible for identifying, collecting and organizing a body of career education information worth consideration for the training of school counselors. The Task Force recommended teaching/learning activities which were based on eight basic career guidance competencies for teachers which were identified in a separate USOE funded project. Competencies needed by administrators, teachers and counselors which impact on all eight student competency areas are listed in the project.

Teaching/learning activities which relate to the guidance competencies were described in the report. Various activities relate to the primary, middle or upper, and junior high or high school level. The activities were selected from activities of other projects, school districts and Oregon's Career Information System. Teaching/learning activity packages include in addition to the activity topic, a statement of the purpose, objective, materials or facilities needed and the methodology prescribed for conducting the activity. Bibliographic citations are listed in the report.

The second part of the report, Course Infusion, presents syllabi for counselor preparation courses pilot tested at Portland State University and previously developed at Lewis and Clark College, respectively. The syllabus used in Ed 516: Career Education at Lewis and Clark College includes a description of the course purpose and procedures. An outline of topics used for ten class sessions accompanies the Lewis and Clark College syllabus.

The revised syllabus for Ed 486: Occupational and Educational Information, a three credit hour course at Portland State University, includes a listing of course objectives and an outline of recommended course content. This syllabus also presents suggested teaching/learning activities for the students enrolled in this course.

TITLE: *Career Education in Elementary Teacher Education* ED 133 488

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *65 pages, available November, 1976*
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DESCRIPTION: The Elementary Teacher Training Task Force was responsible for identifying, collecting and organizing a body of career education information which would be appropriate for inclusion in elementary teacher training programs. The report of this task force presents the following outcomes: desired student outcomes (K-6); K-6 teaching-learning activities; teacher competencies (K-6); and career information for use in teacher training programs.

Recommendations suggested by the task force for teacher educators include: (1) acquire knowledge of what is happening statewide in the area of career education, (2) visit public schools and observe presentations to students K-6 followed by a discussion with the classroom teachers of how particular lessons reflect overall objectives for career awareness and (3) use of community resource people in the college and university classes.

Readers will find included in this report a bibliography of resource materials appropriate for career awareness programs at the elementary level. Classroom activities which could be infused at different grade levels of an career awareness program are provided for the areas of fine arts, language arts, mathematics, music, physical education and social studies.

The report of Elementary Teacher Education Course Infusion provides two syllabi used in elementary teacher preparation courses. The activities have been designed to facilitate the development of teacher competencies for career education.

Syllabi prepared for ED 356 Teaching Strategies and Materials: Reading I and Ed 357 Teaching Strategies and Materials: Language Arts at Portland State University accompany course descriptions, course objectives and student objectives. The specific student objectives reflect the need for students in Ed 356 and Ed 357 to have an awareness of the usefulness of reading skills in all life roles.

Teaching/learning activities included in the report illustrate career education content and an infusion process for use in reading programs. Examples of lesson plans developed by students in the course are included in the report. These include objectives, materials, procedures and suggestions for evaluating the lesson plan.

TITLE: *Career Education: Implications for Teachers, Counselors and Administrators Preparation*

PUBLICATION DATE: *March, 1976*

DESCRIPTIVE NOTES: *42 pages, available April, 1976, permission to reproduce granted*

DESCRIPTION:
College and university staff development is a major element of the Career Education Personnel Development Project. Three statewide staff development workshops were conducted for faculties of the Consortium institutions. The summary of the second workshop which was held in December, 1975 reviews the workshop objectives and describes the activities through which they were attained. An address entitled "A Conceptual Base for Career Education" was given by Dr. Edwin Herr, The Pennsylvania State University. Dr. Robert Taylor, The Center for Vocational Education, The Ohio State University, spoke to the group on "Implications of Career Education for Colleges of Education". Both presentations are included in the summary. Stimulator presentations at the workshop allowed participants to interact with K-12 practitioners of career education in small group work sessions.

TITLE: *Career Education Personnel Certification and Program Accreditation*

PUBLICATION DATE: *July, 1976*

DESCRIPTIVE NOTES: *91 pages, available September, 1976*
permission to reproduce granted

DESCRIPTION: The Teacher Standards and Practices Commision* was requested by the Interinstitutional Consortium for Career Education to participate in the preparation of guidelines, explanatory materials and recommendations for revising certification rules and program accreditation standards so that the requirements would more adequately reflect educational personnel preparation needs in career education. The activities and outcomes of three study committees are covered in the report. In the document, the organization, processes and recommendations of each committee are described. The committee to clarify and develop definitions and competency statements for career education concepts in Oregon Rules for Certification of Teachers, Specialists and Administrators reports the definitions of eleven key career education terms and eight basic career education competencies necessary for all education personnel. The committee to develop guidelines on teacher preparation to supplement the "Standards for Approval of Oregon College and University Teacher Education Programs" reports the guidelines developed. The third TSPC committee investigated the need for career education certification endorsement for a basic or standard Oregon teaching certificate. The third section of the document describes the implementation used by the committee and the analysis of assessment results.

The following are among the recommendations made by the study committee: (1) that the definitions of key terms be adopted by the Consortium and be recommended to the Teacher Standards and Practices Commission, (2) the eight basic career education competencies be included in teacher preparation programs and be additionally studied and validated, and (3) that the Guidelines be distributed to career education personnel at all levels in Oregon. The committee on the need for career education certification endorsement recommended that the following: (1) that a specific endorsement in career education for teachers not be developed at this time, (2) that career education be a part of teacher preparation at the basic certification level, (3) that further study be given to career education competencies for teachers, and (4) that career education be integrated with subject area preparation and professional education.

*The Teacher Standards and Practices Commission is the legally constituted body (Oregon Revised Statutes 342.120-342.200 and 342.505-342.663) charged by the Oregon Legislature to develop and administer certification rules and training program standards for Oregon School Personnel.

TOPIC: *Career Education Preparation Needs in Rural or Small Schools*

PUBLICATION DATE: *August, 1977*

DESCRIPTIVE NOTES: *101 pages, permission to reproduce granted*

DESCRIPTION: This report describes the procedure used by a faculty of 25 in a school district kindergarten through grade 12, in cooperation with a college to accomplish the following activities: Assess preparation needs in career education for teachers in rural/small schools; examine availability of resources and develop material guides for use in rural/small schools; and examine the process and procedure of a faculty effort in development of a career education program in a rural/small school. Included also is a brief description of career education goals, competencies, and activities as they relate to various subject areas.

TITLE: *Career Education in Secondary Teacher Education* ED 133 487

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *40 pages, available November, 1976*
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DESCRIPTION: The Secondary Teacher Training Task Force identified desired student outcomes and teacher competencies for grades 7-12. The Task Force further described how the student outcomes would apply in practice. Instructional approaches for meeting student objectives are discussed.

A comprehensive bibliography accompanying the report notes many sources of career education information which the Task Force felt useful for implementing the identified student outcomes. The areas covered by the bibliography are: Mathematics, Language Arts, Social Studies, Health and Physical Education, Fine Arts, Foreign Language and Science.

The recommendations of the Secondary Task Force included: (1) college and university disciplines should be surveyed in the manner of the prototype survey of the Social Sciences, (2) a matrix should be prepared showing the relationship of various disciplines to secondary school subjects, (3) there should be more exploration of the relationship of entry-level preparation to higher education, (4) the body of knowledge should include study of the relationship between technological change and entry-level skills, (5) school district guides should be available in teacher education resource centers, (6) there should be further study of differentiation between undergraduate and graduate study of career education, and (7) the Secondary Task Force Report should be used to acquaint business and industry leaders with the developing views of people involved in teacher education at the secondary level.

Part two of this publication describes the course infusion activities for secondary teacher training at Oregon College of Education and Portland State University. Oregon College of Education identified career education goals and related classroom activities for two courses Ed 363, Secondary Block and Ed 522 and Ed 571, Junior High and Secondary School Curriculum. The identified goals are directly related to course goals.

Portland State University pilot tested syllabi for secondary education teacher preparation in Ed 408, Special Secondary Methods: Physical Education; Ed 408, Special Secondary Methods: Science; Ed 469, Developmental Reading and Composition; Ed 548 BD, Advanced Secondary Methods: Science Advanced Methods; Ed 548 BC Advanced Methods: Social Science. Each final revised syllabus includes general and specific course objectives, course content, student activities, evaluation procedures, and bibliographic citations. Summaries provided by each course instructor indicated their perceptions of student awareness levels at the completion of the pilot trials. Recommendations for further refinement of each syllaus are also provided by the teacher trainers.

TITLE: *Career Education in Special Education Teacher Preparation* ED 133 483

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *40 pages, available November, 1976*
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DESCRIPTION: The Special Education Task Force was responsible for identifying, collecting and organizing a body of career education information deemed to merit consideration in the training of special education personnel. The findings reported reflect a consideration of career development theory as the basis for identifying bodies of career education knowledge for infusion into programs serving students with special needs.

Twenty-two student outcomes related to career education which are important for handicapped students to acquire are listed in the report. Each outcome is classified under one of the following three basic areas: (1) Daily Living Skills, (2) Occupational Guidance and Preparation, and (3) Personal-Social Skills. Teacher Competencies in seven skill areas related to the teaching of special education students are provided.

The Task Force made the following recommendations for preparing teachers with career education competencies: (1) selected characteristics of teacher training in special education be considered for teachers in regular training programs, (2) regular classroom teachers and the training programs for those teacher might begin to differentiate more precisely the exceptations for adults and for children, (3) teacher trainers should be provided an opportunity to work with children who have difficulties in learning during the preservice period, and (4) that the emphasis on career education be viewed as an appropriate totally separate educational area.

Part two of the report, Course Infusion, offers two preservice course syllabi for the area of special education. These involve courses tested at Portland State University and previously developed at the University of Oregon, respectively. The PSU course, first taught in 1973, is entitled, Adolescent Curriculum/Career Education for the Handicapped. This course included content in the areas of Daily Living Skills, Occupational Guidance and Preparation, and Personal-Social Skills. Preservice students selected one of five options for course work.

The syllabi used in the University of Oregon course entitled Curriculum for the Mentally Retarded (SPF 489). Included the identified course texts, goals, thirteen preservice student objectives and evalution methodology. The syllabi presents a tentative course outline which included identified discussion topics relating career education topics to the special education preservice curriculum.

TITLE: *Career Education in Vocational Education* ED 133 482

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *25 pages, available November, 1976*
permission to reproduce granted

DESCRIPTION: The report of the Vocational Teacher Training Task Force provides information on activities and findings of the Task Force which has responsibility for identifying, collecting and organizing a body of career education information deemed to merit consideration in the training of vocational education personnel.

Included in the report are eleven suggested instructional packages. The Task Force felt that each package could be inserted into an on-going vocational teacher education course without major revision of the course. Each package includes a student activity intended to help the student relate career education concepts to an on-going vocational education course or program. The package specifies the content required in the finished lesson, specific elements which the student will address in the development of the product and vocational teacher education competencies to be demonstrated by completion of each of the eleven products.

The Course Infusion section of the report presents three teaching-learning activities representing three of the ten determined course goals. The three teaching/learning activities were pilot tested in IED 420, Industrial Education Organization and Management. This is a three credit hour course taught at Oregon State University.

The three learning experiences focus on the organization of: (1) cooperative work experience programs, (2) individual instruction plans, and (3) career information for a vocational or cluster area.

The procedure for student evaluation and the format for a student performance record are a part of this section of the report. In addition to the description of each student activity, specific elements to be addressed and student competencies, a listing of useful resources accompanies each activity.

TITLE: *Career Information for Teacher Preparation in Career Education*
ED 133 486

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *115 pages, available November, 1976*
permission to reproduce granted

DESCRIPTION: The Career Cluster Task Force Report presents (1) desirable outcomes for K-12 students and teacher education students, (2) teaching/learning activities for use at the college and university level, (3) competencies, skills and knowledge which teacher educators should have to deliver teaching/learning activities, and (4) content and materials which should be considered for inclusion in education personnel preparation programs in the colleges and universities.

In the report section entitled, "Introduction to the Career Cluster Concept", the Task Force differentiates between the Oregon, U.S. Office of Education and Career Information System approaches to grouping of occupational titles and identifies the classification schematic on which each approach is based. Also delineated in this section of the report are methods of gathering and disseminating career and occupational person power information.

Content and materials for inclusion in teacher training courses constitutes the major contribution of this report. Fourteen selected clusters were presented and information was given describing person power needs for each cluster.

The second section of the report presents a suggested model for the delivery of career information in preservice teacher training programs. The model prescribes the use of counselors, placement offices and career information centers as means for providing information to teaching faculty who could incorporate the information into teaching/learning activities.

TITLE: *Community Resources for Teacher Preparation in Career Education*
ED 133 485

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *55 pages, available November, 1976*
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DESCRIPTION: It was the responsibility of the Community Resources Task Force to develop strategies and procedures which could be used to identify and utilize community resources at the college or university level. The report lists ten task force formulated objectives and indicates accomplishments related to each one.

One of the decisions reached by the task force was that community resources should be initially identified and utilized in higher education in the areas of Arts and Letters, Business Administration, Engineering and Education. Five types of community resources were identified: (1) speakers to be brought on campus to aid instruction, (2) community sites and personnel to serve as the locus for visitations, (3) community sites and personnel to serve as the locus for college and university students to have exploratory hands-on work experiences, (4) community sites and personnel to serve as the locus for college and university students to have preparation experiences, and (5) community sites which may be utilized for college and university faculty work experiences.

The Task Force worked with the Institute for Public Affairs Research (IPAR) to bring about the expansion of the IPAR inventory of community resources used in K-12 public school programs so that colleges in the Portland-Metropolitan area could benefit from those services.

The report features the program of the Career Education Community Resources Conference held March 11, 1976 at Portland State University. This conference was sponsored by the Community Resources Task Force for the purpose of discussing the use of community resources holding potential for enhancing college and university programs and the use of college and university programs for employe, product and marketing development.

The Task Force made eleven recommendations for action. The following suggestions were included in those recommendations: (1) the Community Resources Task Force should provide leadership for the development of orientation sessions designed to develop and improve the utilization of college and university personnel by the community, (2) colleges and universities should study, develop and expand the use of advisory groups composed of suitable representation from the communities, and (3) increased and continuous effort should be made to assure more participation of women and minorities.

TITLE: *Guide for Infusing Career Education into Teacher Education Programs*

PUBLICATION DATE: *August, 1977*

DESCRIPTIVE NOTES: *58 pages, permission to reproduce granted*

DESCRIPTION: The guide was prepared to provide assistance to college and university staff members in infusing career education into personnel development programs. It is based on the experiences of the members of the Interinstitutional Consortium for Career Education which is made up of all Oregon institutions of higher education which prepare teachers, counselors and administrators.

The Guide is basically made up of a series of guiding principles which are felt to be basic enabling conditions and facilitative activities necessary for program infusion. Under each principle is listed a series of short descriptions of activities in which consortium members engaged related to that principle. Also listed is a set of indicators of an effective program which set forth in general terms the characteristics of personnel development programs in which career education concepts have been effectively infused. These principles, activities, and criteria should be useful for program review and evaluation as well as in program development. The guiding principles include the following categories:

1. Administrative support and commitment.
2. Adequate reserach information.
3. Cooperative efforts with the state department of education, local school districts, and community resource people.
4. College staff inservice including visitations to exemplary career education programs, K-14.
5. Adequate delivery systems for providing career education information to college staff and students.
6. Adequate funding to provide for staffing, materials, and program development.
7. Planning and evaluation.
8. Provisions for coordination and articulation of programs within our institution.

TITLE: *Handbook for Implementing CIS at Colleges and Universities*

PUBLICATION DATE: *July, 1977*

DESCRIPTIVE NOTES: *25 pages, permission to reproduce granted*

DESCRIPTION: This handbook provides higher education personnel with information concerning the Oregon Career Information System (CIS). It provides background information and an overview of the system as well as suggested strategies for implementing the system at the college and university level. The implementation sections include both staff development processes as well as specific activities to use with students.

TITLE: *Selected Syllabi for Infusing Career Education into College and University Courses*

PUBLICATION DATE: *August, 1977*

DESCRIPTIVE NOTES: *59 pages, permission to reproduce granted*

DESCRIPTION: Included in this document are 20 syllabi of courses that have been infused with elements of career education. These are representative of infusion efforts at the 15 higher education institutions in Oregon that prepare education personnel. There are samples of both education and academic courses. The procedure and criteria for choosing courses is mentioned in a brief overview. A total of 71 syllabi were submitted and the number and titles of these are listed in the report.

TITLE: *University Staff Development in Career Education*

PUBLICATION DATE: *September, 1976*

DESCRIPTIVE NOTES: *94 pages, available October, 1976, permission to reproduce granted*

DESCRIPTION: During Phase I of the Project, "Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators", more than 350 teacher educators participated in workshops intended to develop and update participants awareness of career education concepts and practices. Three statewide workshops were conducted which brought teacher educators in contact with notable individuals in the field of career education. The three events also featured career education practitioners from elementary, junior high and senior high schools throughout Oregon.

This summary outlines staff development activities conducted by the Project staff and by Consortium institutions during 1975-76 Project year. Statewide activities were supported by federal and state grants. Individual campus staff development activities were supported by "institutional awards" which were part of the federal grant.

Statewide staff development activities conducted by the Project staff allowed for dialog between teacher educators from the Consortium institutions and workshop presenters. Presenters included Edwin Herr, The Pennsylvania State University; Robert Taylor, The Ohio State University; and Keith Goldhammer, Michigan State University. The presentations given by these individuals are featured in the summary. Work sessions included small group meetings of college and university personnel with teams of practitioners from K-12 exemplary career education programs.

To assess increased in the level of awareness of career education knowledge and practices among teacher educators, a pre- and post-test perception check was conducted by the Project's third-party evaluator. Evaluation responses to statewide staff development programs provided continuous feedback to the Project staff. Evaluation instruments used during the Project are included in the summary. Responses to the perception check are provided in summarized form.

Institutional career education staff development plans guided campus activities during 1975-76. Activities varied according to the nature and needs of teacher training programs on each campus. During the year, initial long-range plans for career education personnel development were developed by 14 institutions. The summary presents the guidelines provided to each campus for the development of the long-range plans as well as a summary of major features of the plans. A listing of some of the institutional staff development activities planned for 1976-77 indicates that a wide variety of events will be undertaken during Phase II of the Project.

TITLE: *Workshop Proceedings, December, 1976 and April, 1977*

PUBLICATION DATE: *July, 1977*

DESCRIPTIVE NOTES: *84 pages, permission to reproduce granted*

DESCRIPTION: College and university staff development is a major element of the Career Education Personnel Development Project. This report summarizes the two statewide staff development workshops that were conducted for faculties of the Consortium institutions. Included are objectives of the workshop, copies of the programs, and an evaluation.

The first workshop, "Infusing Professional Education Courses with Career Education," held in December, 1976, was centered around work sessions dealing with four professional education areas: Social, Cultural and Psychological Foundations of Education; Instructional Methods and Materials in Reading and Language Arts; Instructional Methods and Materials in Social Studies; and Instructional Methods and Materials in Science and Health. The selection of participants and the small group process is described in the proceedings.

A general session for all participants included a presentation by Ms. Lena LaRae Glennon, Highline School District, Seattle, Washington. on the problem of sex role stereotyping in occupations.

The second workshop, "Career Education: Concept to Implementation in Higher Education," held April, 1977, focused on both state and national trends in career education. Input from the national scene was provided by five major speakers: Leni Ayres, Assistant Project Director, Stephen F. Austin University, "Demonstration Model for Training and Retraining Persons to Conduct Career Education Programs"; Dr. Edwin Herr, Pennsylvania State University, "Conceptual Foundations of Career Education"; Dr. Jerry Berberet, Willamette University, "Career Education and the Academic Disciplines"; Dr. Grant Venn, Georgia State University, "Career Education and the General School Administrator"; and Dr. Lois-ellin Datta, Deputy Assistant Director, National Institute of Education, Education and Work Group, "Evaluating the Efficacy of Career Education". Transcripts of Herr's, Berberet's, Venn's and Datta's speeches are included in the report as well as the presenters and topics of six mini-sessions dealing with activities on Oregon campuses.